

RTM 300 Recreation and Community Development
Study Guide for Mid-term Exam

The exam will cover all in class lectures and presentations plus reading material & your group's dialogue topics.

Reading Covered in Exam I:

All Kids are Our Kids – p. 1-270

Green – p.1-80

Keyword List:

Search Institute

Developmental Assets

Risk factors for youth U.S. – how prevalent

Global picture for children – deaths per year, poverty level globally

Assets – what is an asset; how many; recognize definitions

Structure of assets: Internal assets (4) versus external assets (4)

Asset outcomes – 2 directions/ research

Reduction in risk behavior

Promotion of thriving

Assets and diversity – race, ethnicity, SES, urban/rural, gender

Average number of assets

Levels of assets: numbers for at-risk; vulnerable; adequate, optimal

Vertical dimension of assets (additive effect)

Horizontal dimension of assets

Culture shifts needed

Some youth to all youth

Early childhood to first two decades

Age segregation to intergenerational community

Program focus to relational focus

Self-interest to shared responsibility

Fragmented agenda to unifying vision

Youth as objects to youth as actors

Developmentally attentive community

Community Change agenda:

Cultivate community readiness

Head and heart

Capacity to build assets/ responsibility to build assets

Building social trust in community

Create an operational infrastructure

Facilitative leadership

Flexible structures

Convene dialogue

Create unity and diversity

Evaluate and show results

The form of supportive structures

New coalition

- Hub
- Repositioning existing coalition
- Barnacles
- Bubble-up
- Build community capacity: 5 overall list / 3 in detail
 - Engage adults* - detail below
 - Mobilize young people*
 - Activate sectors*
 - (invigorate programs)
 - (influence civic decisions)
- *Mobilize young people
 - Positive peer influence
 - Roles of involving youth
- *Engage adults
 - Challenge – adults and ‘not their kids’
 - Strategies for engagement
 - Change model: 5 phases
- *Activate Sectors
 - Schools - strategies
 - Youth-serving organizations – strategies/ special notice
 - Faith communities
- Six Hats system – definitions/ rules of the process
- Community development
 - Asset approach versus need assessment approach
 - Self-help theme
 - Technical assistance theme
 - Conflict theme
 - Who summarized these three themes/ approaches
- Listening to community
 - Value of citizen participation
 - Four forms of public participation
 - Range of public participation techniques
 - Focus groups – purpose/ size/ structure/ design questions
 - Personal interviews
- Community Action Program (CAP)
- CDBG
- Cooperative Extension Service
- Progressive era
- Settlement house movement
- War on poverty
- Visioning
- Strategic planning/ SWOT
- CBO – definition, history, purpose
- LDC – definition
- Media influence on youth culture
- Merchants of Cool – the process, youth as consumers, culture, value messages